

Learning Experience

I. Unit Description:

A. Name:

What Weather Will it Be Today?

B. Grade Level:

Kindergarten

C. Brief description of Unit:

In this unit we will be learning all about weather. More specifically how to identify different types of weather, and how it can affect our day-to-day lives. We will break down each lesson into types of weather such as sunny, rainy, windy, cloudy, stormy, and snowy. Within each lesson we will learn what it looks like, and the types of clothes we would wear to adapt. Included will be stimulating activities, catchy songs, and poems to help remember.

II. Connections to Constructivism: For each of the **five principles of Constructivism** please address the following:

A. Principle One

1. Description:

Children want to be able to understand their experiences.

2. Unit accommodation:

Sometimes the weather is unpredictable, especially in Indiana, but one way we can combat that is by being prepared with the clothes that we wear. The students will make a Weather Wardrobe Flip Book that will help them to not only become familiar with what different types of weather look like, but also make sense as to why we accommodate to it with our clothes.

B. Principle Two

1. Description:

Children want to personalize their knowledge.

2. Unit accommodations:

The students will be given the chance to draw pictures of times when they personally have experienced a certain type of weather. This will be done through exit tickets, journal entries, or for the observation booklets.

C. Principle Three:

1. Description:

Children can only build knowledge based on what they already know.

2. Unit accommodations:

What is great about weather is that we have all experienced it every day of our lives. Some students may not have been exposed to certain types that depend on temperature, but things like the sun and clouds will always be universal no matter where you are from. For students that have never experienced snow in real life, they have probably seen it in movies or pictures. However, I will bring in a snow cone machines so they can not only experience it but also taste it!

D. Principle Four:

1. Description:

Children learn and gain knowledge through interacting with other children.

2. Unit accommodations:

Weather may have consistent patterns, but temperature can also play a role in how we view weather. For example, a students from southern California may view the sun as always providing intense heat to the earth so that we can always wear flip flops and shorts, while another student from Alaska may see

about the sun, but allowing the students to engage in those conversations is key. So, I will accommodate this principle by allowing ample amount of discussion time for the students to engage in.

E. Principle Five:

1. Description:

Children learn when being able to directly apply their new knowledge.

2. Unit accommodations:

As said before, weather is pretty all over the place in Indiana, but that is actually really great when learning about it. For example, when I teach a lesson on snow and it happens to be snowing outside, I would take that opportunity to take the students outside to apply their new knowledge about snow directly.

F. Misconceptions:

1. What misconceptions might your students already have about this topic?

They might believe that lightening causes thunder.

2. How do you think they developed those misconceptions?

Since lightning always comes before thunder, they might conclude that it is a cause and effect relationship instead of viewing them as one thing and not two.

3. How will you address these misconceptions in your lesson?

This might be very hard for kindergarteners to grasp since there is so much science involved. However it is true that lightning is involved, but what is really happening is the action of lightning hitting that ground that makes the sound of thunder.

4. How will you change your students' conception of this topic?

We will watch a video of lightning slowed down and watch what really happens in the lightning and thunder relationship.

G. In what ways might your students' thinking on the topic be *situated*?

We may have a student that comes from a place that is very close to the equator and may have never experienced snow, or there is a student that comes from a place that is very close to the poles and may have never experienced rain.

H. How will you ensure that their learning is transferable different contexts?

If my classroom is in Indiana, we will have plenty of opportunities to experiences all the different types of weather. If not, I will find a way to locate a fog machine and icemaker. That is one perk to living in Indiana, because the weather changes so often.

III. Connections to **Information Processing**:

Briefly describe two methods you will use to help the information you teach reach students' long-term memory:

A. Connecting to Prior Knowledge:

This will be done by first discussing what we already know about a certain type of weather. For example, we talk about what a sunny day looks like, feels like, and how it affects the type of clothes we wear. In this case no matter what the temperature is we can wear sunglasses to protect our eyes.

B. Engaged in Producing Information

Students will keep an organization log for at least two weeks where they will make notes for the weather each day. This way they can come up with information on their own and in their own words.